



Exploring Successful Online Programs

Strategic Recommendations to Implementing
Successful Online Courses and Programs

Interim Report

June 17, 2009

Prepared for the Provost and
Chief Information Officer

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Purpose

As stated in the initial report of April 27, 2009, the purpose of this study is to 1) determine the factors necessary to grow and support successful online programs at The University of Arizona and 2) gather report information on current online learning activities at The University of Arizona.

A web-based survey was developed to explore the following two questions:

1. What support systems are in place at the institution? This includes the personnel and physical infrastructure necessary to support online learning.
2. What is the reporting structure within the institution that supports online learning? This includes a clear description of the most senior administrator responsible for online learning and the units that report to this position

Forty-eight institutions were identified and invited to participate in the survey. The institutions were UA Peer institutions (14), EDUCAUSE Leadership Program Institute Participants (18), and 15 other institutions that had been identified as leaders or potential peers. Of these 48 institutions, 32% had responded as of this report. Seven commercial providers of online instruction were also invited and one, Kaplan University, has responded to date.

Definitions

Due to the variety of “online program” definitions and parameters that are available, the committee established a set of definitions and assumptions to guide the study.

Traditional:

No web-based technologies are used. All content is delivered in person in a physical space wherein students and instructors are gathered together.

Web-facilitated Course:

The students and instructors meet face-to-face in a regularly scheduled lecture hall or classroom space. Web technology may be used outside of class but its purpose is to support the face-to-face instruction. 70-99% of the content and course activities do NOT take place online.

Blended/Hybrid Course:

The number of face-to-face meetings in lecture halls, classrooms, labs, etc. is reduced and replaced by online assignments, activities or meetings. A substantial amount (30-79%) of the content and course activities are online.

On-line Course:

80% or more of the content and activities in the course are presented or take place in an online environment. The exact nature of activities varies dependent on the instructor and the content. Some online courses may have regularly scheduled meetings facilitated by some online meeting tool. Others may have no regularly scheduled meetings; students are directed to complete assignments on their own or working in groups, and instructor contact is made via email, chat, or an online meeting tool. Some courses may be self-instructional—there is no active personal interaction with an instructor. High stakes testing may take place in a traditional

face-to-face environment or in a proctored lab where the identification of the student is verified.

Credit Bearing Courses:

This study will focus on Credit Bearing Courses. A Credit Bearing Course obtains one or more credits that can be applied toward completion of an academic degree program.

Examples of Non-Credit bearing courses include some continuing education courses, community outreach courses, and courses in a non-academic certificate program.

Preliminary Results

A detailed listing of the preliminary results can be found in Appendix A.

Summary of Interim Findings

An examination of the initial responses revealed that institutions are actively engaged in developing online learning opportunities and there is planned growth in this area. Like the University of Arizona, it seems apparent that for many of the respondents the movement to expand and enhance online learning is still in its infancy. Institutions understand the benefits of expanding online offerings and are eagerly pursuing this trend. As such, there are many institutions that offer numerous online courses and programs and have experienced tremendous and rapid growth in the past few years. This begs the question of quality in these courses. Transitioning from traditional face-to-face or web-facilitated instruction to online instruction is a time-consuming and arduous task for instructors and requires institutional commitment to succeed. Caution should be exercised in the pace of growth in this area. Instructors need the necessary time and support to create meaningful learning activities for students in an online environment.

Being a leader in online learning should not be solely determined quantitatively, but rather also by the quality of the instruction and learning experiences of students. There are many more bad examples of online learning than good. Setting standards for quality online learning is critical to the long-term success of the institution.

General Findings

Growth of Online Programs

- All institutions report an overall growth of the number of online courses being offered as well as an increase in online programs. This finding is confirmed by the Sloan-C report *Online Nation: Five Years of Growth in Online Learning*. In the report, Allen and Seaman found that "A large majority (69%) of academic leaders believe that student demand for online learning is still growing and "Virtually all (83%) institutions with online offerings expect their online enrollments to increase over the coming year."¹

¹ Allen, I. Elaine and Seaman, Jeff. *Online Nation: Five Years of Growth in Online Learning*. Sloan Consortium (Sloan-C), 2007. p. 2.

Centralized Versus Decentralized Support of Online Learning

- Overall, the data show that the UA is not unlike many of the institutions studied. In institutions with a decentralized support structure (45%), individual units are conducting the development of online programs and courses with little or no centralized coordination. In institutions with a centralized support system (55%), there is more coordination of services provided to students and faculty.
- The University falls between these two systems of centralized and decentralized services. The Learning Technologies Center (LTC) provides centralized services to faculty such as D2L, course development and support services, and access to Web 2.0 tools such as Podcasting and Blogs. However, there are a number of individual units across campus that offer similar services to that unit's faculty including alternate course management systems (Moodle and BlackBoard) and faculty support for the development of online offerings.
- The University excels in its support of student learning. Very few institutions (<23%) reported offering student support services. The exception is that 45% of the institutions reported using online resources to assess student learning, 45% offer online computer-based tutorials and 34% provide Help Desk support. The University, through the Office of Student Computing Resources (OSCR) provides all the services listed on the survey instrument as well as 24/7 technical support to students and faculty.

Reporting Structures

- There was no consistency in the reporting structure for units responsible for the development of online programs. Examples of lines of reporting included:
 - Deans of online schools to Vertical VPs to COO to President
 - Assistant Vice President of Distributed Learning to the CIO to the Provost to the President
 - Faculty Body to five academic deans to VP Provost/Academic Programs and Services to President
- At the University the reporting structure for the centralized services is as follows: Assistant Director of Academic Technologies (leading both LTC and OSCR) to the Senior Director of Frontline Services, UITS. The Senior Director to the CIO, and the CIO to the Provost. The reporting structure in individual units varies with the most common structure being a Director of Technology reporting to a Dean or Assistant Dean.
- This lack of consistency is also found in the name of the centralized units supporting online learning. Examples ranged from a Curriculum Design Department to the Center for Distributed Learning the Virtual University Design & Technology.
- In the decentralized structures, the leadership for implementing online programs is scattered and lacks strategic focus. **The most successful programs have a clear vision for online learning and a clear alignment of course offerings, policies, technical infrastructure, centralized support services, and evaluation of online course quality.**

Student Options for Online Programs

Student Options for Online Programs - UA

- Because of the lack of a centralized system for tracking online courses, it is difficult to determine all of the offerings of online programs at the UA. Review of the Schedule of classes for known online courses show that some appear as “web-based” with a TBA schedule and no physical location given while others are listed as web-based delivered at a set location (i.e. Main Campus or UA South) and a set schedule.
- AZUN currently offers 648 online courses (304 Summer '09, 344 Fall '09). Some of these courses are available as part of an online program while others are not.
- Of the programs that are known, they are at the Masters and Ph.D. level.
- Current known UA online program offerings.
 - College of Nursing, Master's, Doctor of Nursing Practice, and PhD
 - School for Information Resources and Library Sciences, Masters of Library Science
 - Educational Technology Program, UA South, Master of Science
- Units currently exploring online programs
 - Norton School
 - Family Studies
 - Retailing
 - Mining and Engineering
 - Fine Arts

Student Options for Online Programs - Peers

- Of the institutions surveyed, the majority target degrees at the masters level
- The most common degrees are professional degrees designed for working professionals such as the MBA degree.
- A caveat to this finding is that the Sloan-C report found that more than 86% of those studying online were undergraduates. However, these were undergraduates taking individual online courses and not complete online programs. It can be conjectured that undergraduates prefer the “campus experience” and take online courses to supplement this experience while professionals pursuing advanced degrees are moving to online offerings.

Unit/Faculty Support for Online Programs

UA

- The UA does not offer centralized incentives. Individualized units may provide course release, stipends, or grants.
- Centralized units do not charge for services supporting schedule-of-classes credit bearing courses and some outreach efforts; fees apply to services for non-credit courses/programs, some outreach

Peer Comparison

- 55% of institutions offer reward or incentive programs (45% do not).
- 83% of institutions do not charge a fee for their services (17% do).

activities, research, and/or administrative purposes.

- Centralized and distributed units offer pedagogical support in concert with technological support.
- Since there is no central coordination of online learning, there is no way to survey faculty to determine if they feel adequately supported.
- A recent ad-hoc committee of faculty and the UA Security Officer met to review policies related to online learning. While the committee felt that policies were in place, there was general agreement that faculty were unaware of these policies and how it might impact their teaching and legal responsibilities.
- 67% of institutions offer pedagogical support in concert with technological support
- 80% of institutions feel they provide instructors with adequate preparation to teach online (20% do not).
- 55% of institutions feel there are clear policies, procedures and guidelines for online learning (45% do not).

General Support Options for Online Programs

UA	Peer Comparison
<ul style="list-style-type: none"> • UA Centrally supports a course management system (D2L). At least two other systems are supported at the Unit level 	<ul style="list-style-type: none"> • 67% support a course/learning management system.
<ul style="list-style-type: none"> • LTC and OSCR provide a variety of multimedia production services. Individual units also provide some services. 	<ul style="list-style-type: none"> • 67% offer multimedia production services.
<ul style="list-style-type: none"> • LTC And OSCR offer workshops upon request. Individual units also offer workshops but generally only for their faculty. 	<ul style="list-style-type: none"> • 67% offer workshops, seminars and presentations.
<ul style="list-style-type: none"> • UA currently offers some online tutorials, references & resources and is in the process of enhancing its offerings. 	<ul style="list-style-type: none"> • 67% offer online tutorials, references & resources.
<ul style="list-style-type: none"> • UA provides limited instructional design consultation upon request. 	<ul style="list-style-type: none"> • 55% offer instructional design consultation.
<ul style="list-style-type: none"> • LTC and OSCR through the Multimedia Learning Lab and Multimedia Zone provide centralized video production assistance. There are some decentralized production facilities within units. 	<ul style="list-style-type: none"> • 55% offer video production/YouTube assistance.

<ul style="list-style-type: none"> LTC currently offers access to an outdated version of Macromedia Breeze (This product has been discontinued and replaced in the industry by Adobe Connect). Frontline Services is currently investigating the feasibility of implementing an advanced application. 	<ul style="list-style-type: none"> 55% offer an online conferencing system (i.e. Connect, Elluminate)
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Funding

Funding for Online Programs at the UA

- Previous administrations have required centralized units that support online learning to become cost-recovery units. The main centralized unit, LTC, must seek out fee-based projects, almost all of which are non-course related. As such, this cost-recovery model has undermined the LTC's ability to adequately carry out its instructional mission.
- TRIF funding has partially supported instructional support over the past few years. FY 2010 is the final year for this allocation.
- Funding for OSCR services has been adequate in past years, but reliance on ILC funding creates an unstable platform for growth which is essential as the UA increases online learning opportunities for students.
- Individual units must fund their efforts through grants, course fees, and other ad-hoc mechanisms.

Funding at Institutions Surveyed

- 55% of the respondents surveyed feel that adequate funding is provided for online learning (35% do not and 10% do not know).

Conclusions and Recommendations Based on the Preliminary Findings

While the committee awaits the final results of the survey, we feel confident that we can draw the following conclusions.

There is growing potential for growth of online learning under the following conditions.

- The institution strategically defines the areas in which it wants to develop online programs. While there is potential for growth in undergraduate programs, the majority of growth appears to be in advanced and professional degrees. However, it should be noted that there are a number of institutions that already excel in this area and the University will need to develop unique niches as it begins to expand its offerings.
- There is clear strategic focus across the institution on the development of online courses.

- There is centralized leadership of the academic resources needed to support technology-based learning (this includes the coordination of on-campus and on-line services.)
- Centralized and targeted support services are available to faculty and students.
- Adequate and sustained funding is allocated for these services. (The Sloan-C report found that the higher cost of developing and delivering was a major barrier to online implementation.²)
- Adequate and sustained support of, and incentives for, faculty in the development of course offerings. (Sloan-C also reports that Lack of acceptance of online instruction is a barrier to implantation)
- Instruction for students on how to participate in an online course. (Sloan-C indicates that a student's need for more discipline in online courses is the number one barrier to implementation. This is supported by other research on the importance of developing online communities for student retention).

² Allen, I. Elaine and Seaman, Jeff. Online Nation: Five Years of Growth in Online Learning. Sloan Consortium (Sloan-C), 2007. p. 21.

Appendix A: Survey Results

2009 Online Learning Survey – Interim Results

Represents information gathered to date (survey is scheduled to end on June 17th, final report scheduled for July 24th). For a complete list of institutions who have been asked to participate see the “Exploring Successful Online Programs” project document.

Institutional participation to date:

- Central Arizona College
- Coconino Community College
- Cornell (eCornell)
- Kaplan University
- Michigan State University
- Montana State University
- Ohio State University
- University of Central Florida
- University of Illinois
- University of Kansas
- University of Maryland
- University of Minnesota
- University of North Carolina at Chapel Hill
- University of San Diego MSGSL Program
- Yavapai College

General Trends

- 55% of institutions report a centralized online learning support unit (45% report decentralized)
 - UA: primarily centralized through LTC and OSCR but some colleges provide their own support
- 50% of institutions report they charge a student technology fee (40% don't, 10% didn't know)
 - UA: charges student technology fee of \$135 (combined Library and Central IT/Wireless)
- 73% of institutions report no restrictions related to financial aid, scholarships, residency requirements, etc. for students taking online courses (0% yes, 27% don't know)
 - UA: no known restrictions
- No consistency in the name of the centralized unit supporting online learning (Curriculum Design Department, Center for Distributed Learning, Virtual University Design & Technology, Technology Enhanced Learning Services, etc.)
 - UA: Learning Technologies Center and Office of Student Computing Resources which comprise Academic Technologies; Outreach College
- 2 institutions reported their centralized unit was formed in 1996. One reported their unit was formed in 2008, and one in 2006. Other institutions did not know when the unit was formed.

- UA: LTC formed in 1996, OSCR formed in 2004, Outreach College formed 2007

Comments from respondents re: growth of unit supporting online instruction:

- This department was formed late in 2008 with 32 staff members and is the same size now. Prior to this, these people were distributed throughout each school and college.
- We don't have a specific department supporting online learning. All functions are embedded in the regular institutional processes. We started Online classes in 1998. Primary support is through the Academic unit, as defined below.
- Grew significantly between 1996 and 2000. Reached current size by 2001. Significant shifts in priority in 2003 when we shifted from homegrown software to commercial LMS, emphasized learning object creation over programming.
- Over the past thirteen years, UCF has developed a distributed learning initiative, Online@UCF, that today delivers 19 online degree programs, 12 online graduate certificate programs, and more than 900 web-based and hybrid courses. These programs and courses together generate 17% of the university's annual student credit hour production. This figure and the double digit increases in online enrollments and course offerings indicate that teaching and learning are being transformed at UCF by the use of the Web to deliver or enhance instruction. Online learning at UCF serves institutional goals of increased and more flexible access, improved student learning outcomes, and cost-efficiency. During the 2008-2009 academic year, for example, UCF's fully online programs drew 53,070 student enrollments, with an additional 21,333 enrollments in blended learning courses. Over the past 13 years, students in these hybrid courses have consistently performed ahead of their peers in equivalent face-to-face courses. Furthermore, through our use of online courses, the university has made more efficient use of classroom space and has gained instructional capacity equivalent to \$36 million in classroom construction. The success of UCF's online learning initiative is due to skillful execution, close alignment with institutional goals, a faculty-centered approach based on a nationally-recognized faculty development process, and continuous, rigorous assessment. More than three-quarters of the university's faculty members participate in online learning, and faculty enthusiasm for this mode of instruction remains very high, with satisfaction levels consistently above 80%. Each faculty member engaged in online learning is assigned an instructional designer and has access to a full array of support services that include Web page coding, digital media, video production, learning objectives development, and assessment. Faculty members frequently report that they bring the innovative approaches they have learned in the online environment to their face-to-face courses. At any given time, about forty faculty members are actively involved in active research related to online learning, resulting in an expanding body of work that is contributing to the literature in this field and informing our efforts to continuously improve. As the growth rate of our online enrollments suggests, online learning is very popular with our students. For an increasing number of them, online learning may represent their only feasible alternative for participating in higher education. Registration in online course sections almost always reaches capacity before face-to-face sections, and students rate their online courses as excellent up to 14% more often than they do their face-to-face courses. One of the strengths of the Online@UCF initiative is the culture of evidence that surrounds it. UCF has accumulated arguably the most extensive body of qualitative and quantitative data on online learning of any institution in the country. These data drive planning, decision making, internal and external accountability, and continuous improvement. Online@UCF improves teaching, enhances student learning, expands access to high demand programs, and helps manage growth. The rapid acceptance of online learning and the resulting qualitative outcomes are transforming teaching and learning at the University of Central Florida.
- This unit use to be called Distributed Learning. There was a department reduction and Technology Enhanced Learning Services was formed as the main department for assisting faculty who are utilizing technology in the classroom, as well as the design and support of online courses.

Reporting Structure:

There was no consistency re: reporting structure. Reported lines of reporting:

- Deans of online schools to Vertical VPs to COO to President
- Director, University Virtual Design to the Vice Provost for Libraries, Computing & Technologies to Provost to President
- Assistant Vice President of Distributed Learning to the CIO to the Provost to the President
- Faculty Body to five academic deans to VP Provost/Academic Programs and Services to President
- The Manager of the Technology Enhanced Learning Services Department reports to the Vice President/Provost of Yavapai College who report to the President of the Office of the President.
 - Comment: Online support is embedded within our entire college. All functions support all delivery methods. Our faculty develop the classes & online classes use the same curriculum as traditional classes.
- UA: Assistant Director of Academic Technologies (leading both LTC and OSCR) to Senior Director, Frontline Services, UITS, to CIO, to Provost, to President; Dean of Outreach College to Vice Provost and Dean, College of Agriculture

Types of services provided to instructors (most reported):

- 67% of institutions
 - use a course/learning management system. (UA: provides)
 - offer multimedia productions services. (UA: provides)
 - offer workshops, seminars and presentations (UA: upon request)
 - offer online tutorials, references & resource (UA: provides, currently enhancing offerings)
- 56% of institutions
 - Offer instructional design consultation (UA: provides)
 - Offer video production/YouTube (UA: provides)
 - Offer online conferencing system (i.e. Connect, Elluminate) (UA: provides Breeze; currently investigating feasibility of implementing an advanced application)
- 83% of institutions do not charge a fee for their services (17% do)
 - UA: no charge for services supporting schedule-of-classes credit bearing courses and some outreach efforts; fees apply to services for non-credit courses/programs, some outreach activities, research, and/or administrative purposes
- 67% of institutions offer pedagogical support in concert with technological support
 - UA: provides this support

- 80% of institutions feel they provide instructors with adequate preparation to teach online (20% don't)
 - UA: insufficient resources compromises our efforts to excel in this area

Comments on instructor preparation:

- There is not a centralized process for faculty development in this area on our campus. The Center for Faculty Excellence and Information Technology-Teaching and Learning are charged with this task. Those units are currently working on a plan.
- The Center for Teaching and Learning provides a comprehensive orientation program for all new faculty that includes three modules over the first year of teaching. In addition there is a full schedule of events, workshops, and conferences throughout the year for continuing faculty. Department chairs provide regular monitoring and feedback to all online faculty.
- Through training sessions, consultations, meetings, help sheets
- It's available, but not used enough. Adjuncts get missed too often.
- We have a strong training program in Libraries, Computing and Technology. Faculty are given a producer to work with from vuDAT. We work closely with the Faculty and Organizational Development segment of the provost's office. We participate in a couple of faculty learning communities in our area. We have organized an instructional technology series for faculty and educational technologist development, an Online 101 workshop, a Blended 101 workshop, and a breakfast seminar series highlighting effective online instruction.
- Extensive, award-winning faculty development programs.
- There is no mandate for faculty to have this training, but the staff bends over backwards to assist and work with instructors and Deans of Programs to adequately prepare instructors to teach online.
- No. I think we can do a better job in offering online or f-2-f workshops to get faculty prepared to build courses online and offer them.

Instructor rewards/incentive programs:

- 55% of institutions offer reward or incentive programs (45% do not)
 - UA: no institution-wide programs to our knowledge

Comments on instructor rewards/incentive programs:

- We use the standard promotion and tenure procedures, which do not take integration of technology into account.
- All professors use the basic technology via the LMS. Faculty who are interested in developing new technology applications can apply to become Fellows of the Innovations Lab where they receive some financial support over six months to explore and develop new applications.
- Stipends on occasion and distribution of tech supplies like WebCams and headsets
- See... <http://attawards.msu.edu/>

- Direct payment stipends (\$2,000) and laptop computers are offered to faculty to participate in the flagship faculty development program. The laptop computers are awarded to the faculty member's department and the faculty member is given custody. Departments may also grant a course release for a faculty member's participation and the stipend will instead be paid directly to the department.
- The college offers a 3 day Summer Institute program and faculty receive stipends for attending these trainings. The trainings deal with educational technology and best practices in the classroom. There is also an Innovative Award program during our Employee Development Day prior to the start of the fall semester. Faculty are nominated by their peers and a few faculty members are chosen based on their innovative work.

Teaching Online

- When asked "What percent of instructors at your institution would you say are actively teaching at least some portion of their course online?" Responses were quite varied:
 - Range 3% to 100%
 - Mean = 48%
 - Median = 40%
- Very few institutions offer student support services (<23%). Exceptions are:
 - Assessing student learning (45%)
 - Online computer-based tutorials (45%)
 - Help Desk (34%)
- UA: OSCR provides student computing support (provides all the services listed on the instrument)

Virtualized Licensing

- None of the institutions offer virtualized licensing (software available to users from a central location via network connection vs. individual software licenses housed on individual machines (i.e. in a computer lab))
- UA: none at this time; however OSCR is investigating options and potential pilot programs

Student Support

- 64% of institutions say they provide students with adequate support to be successful taking online classes (18% no, 18% don't know)
- UA: student support is provided by OSCR and the 24/7 Support Center

Comments re: student support:

- 24x7 tech support is pretty good. Tutoring is provided in select classes. A math center and a writing center provide ongoing services such as paper reviews and tutorials. Each student has an academic advisor who monitors their progress and provides assistance as needed.
- Trainings, consultations, tech support, provision of headsets and necessary software
- It's available, but they still miss it somehow!
- We have strong 24/7 helpdesk support for technical concerns and difficulties with the online learning environment. This often helps students communicate with faculty if they aren't already, but stops short of working with students on the content or anything that resembles tutoring. Tutoring and content help are provided on a course-by-course basis by the academic departments, and some provide no support beyond the instructor(s).
- We have an Student Orientation to Online Learning course (online) as well as offer a number of in-person trainings on how to take online courses which are all hands on. In addition, we have a Help Desk who deals with account, technical issues and an Academic Support Department (TELS) that act as a liaison between students and faculty who may be experiencing issues.
- Tech support is there, but student services for DE are not

Institutional Vision

- 55% report that there is a clear institutional vision for online learning (27% no, 18% don't know)
- UA: it is not felt that there is a clear institutional vision for online learning at the University of Arizona

Comments re: institutional vision:

- The most explicit statement about online programs at Carolina is the focus on support for programs in the professional schools, not in the College of Arts and Sciences.
- QUALITY FOR BOTH RLs AND DLs. The course must provide core course content to both DL's and RL's in such a way that neither is disadvantaged b. INTEGRATE RLs AND DLs. Course must be structured to integrate DL's and RL's as much as possible throughout the course c. ON-LINE CONFERENCING. Faculty will include in their syllabi opportunities to engage with DL students thru Horizon Wimba (or equivalent), at least twice during 2nd and 3rd semesters, at least once during 1st and 4th semesters. RL's may or may not be invited to these sessions. Should faculty choose or prefer a conferencing tool other than Horizon Wimba, contact us to discuss and work out details. d. FACULTY ENGAGEMENT. The syllabus must require faculty engagement. Quantity and quality of faculty engagement with students on-line is the most important factor to successful teaching in a blended and on-line environment. Syllabi must commit to timely faculty response to graded assignments as well as engagement in assigned on-line activities. e. DIVERSITY OF TOOLS A diversity of on-line tools should be used without distracting the students from the core content of the course. Course content can be provided using streaming video, pod-casts, video conferencing (synchronous/asynchronous), web-links to external content, simulations, quizzes, etc. Student learning can be assessed thru a variety of means, from discussion threads, quizzes, essays, papers, simulations, prepared and recorded presentations, interviews with write-ups, etc. f. GOLD STANDARD The course must meet a reasonable standard justifying MSGSL's self-designation as "The Gold Standard for on-line and blended graduate education."

- There are a variety of reasons our institution is doing online learning so it can be difficult for the uninitiated to make sense of the larger pattern. Reasons include: Reaching professionals in need of continuing education beyond practical commuting distance to ours or other institutions with similar programs (e.g. Nursing, Social Work, Education). Expanding the reach of our institution beyond traditional geographic boundaries (e.g. other states). Making it practical to teach specialized sections that otherwise would have inadequate enrollment to be viable (e.g. less commonly taught languages like uzbek). Providing students an option for summer study which allows for more rapid degree completion, greater choices in curriculum, and easier satisfaction of prerequisites regardless of their decision to stay in East Lansing, return home, study abroad, or take an internship in a major metropolitan area, etc. Enabling the institution to expand its reach internationally and engage with both the developed world and developing nations. Some of our online students never set foot in North America. This also enriches the experience for all students, especially in professional programs.
- Strongly supported, aligned with strategic plan and institutional mission
- Just completed an elearning strategic plan that more or less outlined the vision
- The university system of Maryland has a separate institution to support most of the basic online learning foci for the state.

Funding support for online learning:

- 55% feel that adequate funding is provided for online learning (35% no, 10% don't know)
- UA: funding has not been adequate for the LTC for several years: lack of funding and previous administration directives to become a cost-recovery unit has required the LTC to seek out fee-based projects, almost all of which are non-course related projects and as such has undermined the LTC's ability to adequately carry out the instructional mission of the University of Arizona. In addition, TRIF funding has partially supported instructional support over the past few years. FY 2010 is the final year for this allocation. Funding for OSCR services has been adequate in past years, but reliance on ILC funding creates an unstable platform for growth which is essential as the UA increases online learning opportunities for students.

Comments re: funding support:

- The decentralization of support causes pockets of opportunity that exclude units without the resources to take advantage of those same opportunities. For example, there is a consortium of schools that share a license for Adobe Connect that only they have access to. Other schools and units that might use this technology do not have the resources to contribute to the cost of the license and cannot access that technology. There is not a university wide license for web conferencing software.
- Online learning is well supported through the tech department that supports the LMS, the Center for Teaching and Learning that provides faculty orientation and development, the Curr. Production Department that designs and builds courses, and the overall academic structure that provides supervision of the curricula and faculty.
- Stipends, Assistant Director for Distance Ed, Tech Intern, tech support, training
- There is a mix of centralized and decentralized funding. There are incentives for certain programs from the provost that allow departments to keep a percentage of tuition revenue (a rarity as we do not follow RCB... meaning ordinarily in face-to-face instruction more or less enrollments have NO direct effect on unit budgets). This allows academic departments to staff

teaching assistants, pay summer salaries, hire local instructional designers or educational technologists, and supplement other departmental activities surrounding online learning. Many of my staff end up working for academic departments. This has allowed the central unit to stay the same size despite continued growth in online offerings, enrollment, faculty, and any other measure you can think of relative to online learning. This has forced us to change our Standard Operating Procedures several times, but we are coping and do not expect to grow significantly in the future.

- It is natural to always want more, but online learning is well supported given the competing demands for resources during tough economic times.
- A Summer Institute is held each year over the course of 3 days. Faculty are paid to attend the institute where they learn skills to develop online courses. In addition, there is a new faculty loading schedule which is very equitable.
- Much more implementation / pedagogy / instructional design support required

Clear policies, procedures & guidelines:

- 55% of institutions feel there are clear policies, procedures and guidelines for online learning (45% no)
- UA: it is felt that there are inadequate policies, procedures and guidelines for online learning at the University of Arizona.

Comments on policies, procedures & guidelines:

- All policies and procedures support online learning.
- Gold standard criteria
- In process, but need work.
- We have been mainstreaming online learning since the late 1990s and regularly have policies formulated through the Academic Affairs units in the Administration and included in the Registrar's Office official documentation. Like much of MSU's business a great deal of authority is delegated to the Academic Deans of each college allowing for a variety of local guidelines and implementations to spring up related to online learning.
- Many resources available. Just a few include: <http://online.ucf.edu/index.php>
<http://teach.ucf.edu/> <http://learn.ucf.edu/>
- There is a Yavapai College Guidelines for Online Learning document that acts as a self-evaluative tool for faculty who are teaching online. We continue to strive for training required for faculty teaching online for the first time. In addition, we are working on an online peer review mentoring program for faculty who are teaching online for the first time. Many of these processes are currently being reviewed.
- DE services not well defined or implemented
- Not yet we are working to help clarify some of these items but each college can do its own thing.

Technical infrastructure:

- 91% of institutions feel the technical infrastructure is adequate in supporting online learning (9% no)
- UA: adequate for the very limited amount of online learning courses and programs offered ; more resources are needed to support growth.

Comments on technical infrastructure:

- We have greater needs than we are currently meeting. We are working toward a new LMS implementation and new ERP system. There is a coordinated effort to integrate these systems. It takes a great deal of time and knowledge to accomplish this.
- We use some third party software to support online learning and have developed proprietary software as well. The technical systems work well and are monitored carefully. Any infrastructure issues with the LMS are usually fixed within minutes.
- It's been strengthened, but still needs a bit of improvement.
- We have used ANGEL since 2003, we also have homegrown podcasting systems, a variety of blogging software, a Helix Streaming server with a multimedia publishing website, we also write our own systems that plug into these tools. <http://attawards.msu.edu/>
<http://storemedia.vudat.msu.edu/> <http://vudat.msu.edu/showcase/>
- Nothing is perfect, but there is good alignment with Computer Services & Telecommunications, which is a separate unit. Bigger problems have been with LMS stability.
- We have a very good infrastructure at the college; however, we are seeing the need to offer 24/7 support for online students since 1/5 of our enrollment is online.
- Single course management sys with clear policies and adequate support

Review/evaluation process at institution:

- 45.5% of institutions report there a review/evaluation process for online courses and programs (course quality, faculty and student satisfaction, learning outcomes (45.5% no, 9% don't know)
- UA: no institutional process; review and evaluation are performed upon request of the instructor, department head, or Dean.

Comments on review/evaluation process:

- Learning outcomes are assessed in each course and collated across all units. End of term faculty and student satisfaction surveys are done for each course taught. A variety of metrics for faculty and courses are tracked continuously such as failure rates, withdrawal rates, and grade distributions.
- Student course evals (written and oral), deliverable load-leveling so all assignments aren't due at the same time, QA process for checking course content against the syllabus, evaluation for stipends based on achievement of quality standards
- We have a team working on this now.
- Online courses are entirely a mainstream way of offering sections at MSU, and thus follow our normal curriculum review and approval processes. They are not treated any different than face to face sections. MSU does not conduct central review or evaluation beyond the requirements

of our various accreditation bodies. The colleges each have different methods of evaluating instructors and courses. Occasionally we are asked to consult or assist with evaluation of MSU online courses and programs because of our expertise in the area of online learning.

- Groups of faculty review their courses together, with their supervisors and with a technical staff member. Courses are reviewed for quality, function and accessibility.
- Student satisfaction surveys, faculty surveys, and continual macro assessment through the Research Initiative for Teaching Effectiveness: <http://pegasus.cc.ucf.edu/~rite/>.
- There is a self-evaluative tool used by faculty in the development stages of online learning.
- Subscribe to quality matters

Library's role in online learning:

- We have an enthusiastic group of librarians who are ahead of the rest of the university on this issue. They are responsive, supportive and innovative on these issues.
- Complete library services are available for all online students including access to electronic databases and books as well as print articles and books.
- Online databases used by students, checkout of materials for RLs (resident learners)
- We have a very good online library with online services, that uses blogs, Twitter, and other interactive tools.
- The library provides our 24/7 helpdesk through their Distance Learning Services division which can handle research/collections/materials questions related to library services for distance learners as well as all technical support. They staff native speakers of Mandarin at night to provide support for our online programs with enrollment from China.
- The library provides online database systems accessible to online students. They also provide research support, tutoring on the research process and numerous documents to help guide students through the process of research for work in all types of classes.
- Providing distant access to library materials for online students.
- The library staff assists students in their lab with questions, etc. for their courses. In addition, they are involved in the creation of tutorials on Plagiarism, Academic Integrity, etc.
- Not well defined
- The library is a support resource but has no direct role in online learning or learning technologies in general.

Percent of courses/sections that fall in each of the classifications provided:

- Traditional –
 - Range = 4% - 95%
 - Mean = 48%
 - Median = 38%, 50%

- Web-Facilitated
 - Range =10%-67%
 - Mean = 39%
 - Median = 39%
- Blended
 - Range =1%-100%
 - Mean = 18%
 - Median = 4%, 10%
- Online
 - Range =1%-100%
 - Mean = 28%
 - Median = 10%, 14%

Fully online credit-bearing programs

- Range =0-62(all)
- Mean = 17
- Median = 8,10

Learning Management System:

- 67% of institutions use a Learning management system to deliver course content to students. Of these:
 - 70% use Blackboard
 - 10% use eCollege
 - 10% use Angel
 - 10% use D2L
- UA: uses Desire2Learn (D2L)

Comments re: intended growth of online learning:

- We will add approximately 15-20 new programs per year.
- Steady growth
- It's expected to grow. We'll continue on the path we're on now.
- We are hoping to expand our course offerings over the next two years.

- Several programs in development and new discussions are always underway. We may face some program reductions due to budget issues but should fill those slots quickly with new programs in development.
- We are hoping to offer at least one certificate or program fully online.
- Plan to expand and improve data collection
- There is a plan to have more individual courses created as online and hybrid offerings.
- UA: it is expected the UA will enhance blended course offerings and expand fully online course offerings. In addition, it is highly desirable to strategically select and transition graduate programs to fully online offerings where demand is high and attrition low.

Leadership in online learning:

- 45.5% of institutions consider themselves a leader in online learning (45.5% no, 9% don't know)
- UA: the UA does not currently consider itself a leader in online learning, however with the current outlook of central administration to advance online education and in augmenting the existing talent that exists in the institution, the UA could position itself to become the leader in quality online education in the coming years.

Comments on leadership in online learning:

- The University is within the top five US institutions in online enrollments. Additionally, the faculty and curriculum development programs are very strong.
- One of 2 programs at the university. Is both hybrid & fully online simultaneously. Uses streaming video, Google Docs, Wimba, CE8, audioconferencing, Smart technology.
- We were among the early adopters and have been active in participants in professional communities including SLOAN-C, UCEA, NUTN, EDUCAUSE, and the CIC to promote institutional effectiveness at delivering online and blended learning.
- Although we have been providing online learning since 1999, I believe we are still working to provide a complete online learning system. We have gone from having online specialists to trying to institutionalize services such as advising and tutoring so they are available from any advising or tutoring staff rather than third parties or specific online specialists.
- 5th largest university by enrollment in the country, multiple awards, a culture of technology innovation. I am relatively new to the institution (4 months) and its reputation was one of the reasons I am here.
- 489 online/hybrid courses annually (2008) 1511 web enhanced courses (2008) Close to 1800 new recordings using Tegrity (2008) 62% of college courses are using Blackboard (2008) 22.5% growth in online courses from Spring '08 to Spring '09 It no longer is the responsibility of one department to take control of online learning. Registration, Student Services, IT, etc. are beginning to assist online students as this is the growth that is taking place at our institution. The Technology Enhanced Learning Services staff is extremely knowledgeable in this field and often is ahead of the curve when going to conferences, etc. The staff actively presents material at national conferences and is a leader in the educational technology field.
- Not core to the mission.

Appendix B: Participating Institutions

EDUCAUSE Leadership Program Institute (2006–2009)

- Baylor University
- Binghamton University
- Brandeis University
- Brown University
- Cornell University
- Dartmouth
- Davidson College
- Montana State University–Bozeman
- Swarthmore
- Syracuse University
- University of Illinois Champagne-Urbana
- University of Kansas
- University of Minnesota
- University of Notre Dame
- University of Oklahoma
- University of San Diego
- University of Wisconsin-Milwaukee
- Virginia Tech

UA Peer Institutions

- Michigan State University
- Pennsylvania State University
- Texas A & M University
- The Ohio State University-Main Campus
- University of California-Davis
- University of California-Los Angeles
- University of Florida
- University of Illinois at Urbana-Champaign
- University of Iowa
- University of Maryland-College Park
- University of Minnesota-Twin Cities
- University of North Carolina at Chapel Hill
- University of Washington
- University of Wisconsin – Madison

Other Institutions that have been identified as leaders or potential peers

- Abilene Christen
- Arizona State University
- Central Arizona College
- Coconino County Community College
- Grand Canyon University
- Maricopa Community College
- Montana State (Science Education)
- Northern Arizona University
- Rio Salado College
- UMass Online

- University of Advanced Technology
- University of British Columbia
- University of Central Florida
- University of Manitoba
- Western International University
- Yavapai Community College

Commercial Online Institutions

- American InterContinental University
- Argosy University
- Capella University
- Everest College
- Kaplan University
- University of Phoenix
- Walden University